

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<p><u>Questions to Focus Learning</u></p> <p>How do authors communicate tone/meaning in a text?</p> <p>The tone or meaning of a text is determined by an author's use of specific words and phrases, including connotations and figurative language.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I can identify figurative language in text (such as similes, metaphors and personification). I know words have connotations (associations or secondary meanings) as well as denotations (the dictionary definition of a word) (e.g. stingy, scrimping, economical, thrifty). I understand every text has a tone, and that an author's choice of words and phrases impact the tone of the text. I know tone is the author's attitude toward the topic conveyed through words and phrases.</p> <p><i>Reasoning Targets</i></p> <p>I can determine how the author's use of words and phrases controls the meaning/tone of the text. I can explain how the author's use of figurative language further illustrates/expands the meaning and tone of the text. I can explain how the author's use of connotative meanings conveys the author's stance/tone within a text.</p> <p><u>Vocabulary</u></p> <p>associations connotation denotation figurative language stance tone</p>

Teacher Tips

[Home of the Brave 6th Grade Unit: Lesson 3: Voice](#) - A CCSS correlated lesson from ReadWorks.org.

[Keeping the Night Watch and Chess Rumble 6th Grade Unit: Lesson 3: Voice](#) - A CCSS correlated lesson from ReadWorks.org.

[Figurative Language: Metaphor](#) - This lesson is a part of a unit on poetry and figurative language. It is designed to teach students the characteristics of metaphor within the context of poetry.

[Inside and Outside: Paradox of the Box](#) - This lesson serves to introduce students to symbolism (the box), to the literary element paradox, and to the abstract notion of ambiguity (freedom vs. confinement).

[Childhood Remembrances: Life and Art Intersect in Nikki Giovanni's "Nikki-Rosa"](#) - Adapted from Carol Jago's *Nikki Giovanni in the Classroom*, this ReadWriteThink lesson invites students to explore what Jago calls the place "where life and art intersect." Students complete a close reading of Giovanni's poem "Nikki-Rosa."

[Finding Figurative Language in "The Phantom Tollbooth"](#) - After reading the first two chapters of *The Phantom Tollbooth*, students are introduced to figurative language through a brief PowerPoint presentation.

[Found Poems/Parallel Poems](#) - In this lesson from ReadWriteThink, students will write found poems using a descriptive passage from a piece of literature they are reading.

[He Said/She Said: Analyzing Gender Roles Through Dialogue](#) - This ReadWriteThink lesson has students brainstorm gender stereotypes, find examples in popular culture, and discuss how the stereotypes affect their lives.

[Proverbs: At Home and Around the World](#) - In this lesson from ReadWriteThink, students work with proverbs from home and from around the world, exploring how these maxims are tied to a culture's values and everyday experiences can be created in the oral reading of poetry by using line breaks, punctuation, and empty space as cues for the reader.

[Using the Four-Square Strategy to Define and Identify Poetic Terms](#) - This lesson from ReadWriteThink helps young students understand poetry. Use of the four-square strategy offers the student a systematic structure for defining poetic terms.

[Eleven Close Reading](#) - A close reading lesson of Sandra Cisneros' "Eleven."

[Eleven as a Mentor Text](#) - Ideas for writer's/reader's notebook.

[Eleven](#) - Text for above lessons.

	<p><u>Vertical Progression</u></p> <p>RL.K.4 - Ask and answer questions about unknown words in a text.</p> <p>RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors).</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.6.4](#)